

# THE TEACHER.

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WE had started from North Conway in the morning, dined at the Glen, and were half-way up the mountain — almost. That “we” could have been divided into two unequal parts: one part weighing one hundred and forty-three pounds; the other, one hundred and twelve.

We were a little weary from the walk, and so we sat down by a spring and chatted, — the boy and I.

No matter what led us to it, but the smaller fraction said, —

“I wish I could study rhetoric now. Here I am, almost through the high school, and I know nothing about it. We studied about metaphors and similes, and I committed words to memory, two years ago, and that is all I know about it. And there, too, is the arithmetic which I learned in the grammar school, — I don’t know a great deal about it; I have forgotten nearly the whole of it; and as for the algebra I went over last year, I have forgotten the most of that; I don’t believe I could do one half of the examples now.”

I made no reply; how could I? Here were two eyes before me, on the alert and curious. Had I told the truth, and said, “Your teachers have been feeding you on meat before your time, and so you have remained lean when you ought to have grown fat; and they have treated the indigestion caused thereby with bitter pills, which have brought tears to your eyes, and certain undefinable pains and cramps to your limbs, — not because they desired to do so, but because there stood behind them a power which would furnish no other kind of nourishment, and which insisted

upon a certain number of ounces being taken each day and at stated hours, even though your mind turned from it with loathing and grew pale and thin in refusing to digest it,"—had I said this, and told the truth, I might have fallen (I don't know how low) in his regard. There was a fear that his reverence for the profession, as well as the professors, would be sadly weakened, and that he might exclaim, "Well, if at every halting-place I am to find nothing but a barren waste, what is the use of my climbing farther?"

And so I said nothing; only suggested (for he was already on his feet) that he go along and wait for me at the Half-Way House, which could be seen a few rods ahead.

And I remained, meditating. And I thought of the boy, and what he had told me; how he had been under my care, and how I had been his guide up many mountains of difficulty,—mountains so steep and high that this giant of the hills was but as a mole-hill by the side of them. I recollected how sometimes his brow was thoughtful, and then he seemed to comprehend easily the difficulties of the ascent, and his eyes would gaze, not indifferently, upon beauty after beauty, as they lifted themselves above the limits of vision; and then I remembered how, at other times, his dark eyes would grow sad, and his limbs very weary, because the way was so rocky and precipitous. And I know I often lifted him from point to point, when it seemed to me at the time he ought to have gone alone; and I recalled to mind how I plucked a flower here and there to give to him, and told him that higher up they grew larger and more beautiful, and that by and by he would meet with men and women, of modest and thoughtful ways, who would give him chains for his neck and garlands for his hair. And I tried to turn his attention from the weariness of the ascent to the shadows that lay upon the opposite mountains,—shadows delicate and rich, as if woven by the fingers of angels; but his eyes were just as sad as before, and the way to him seemed quite as weary. And now he seemed to think—although not yet half-way up that Mountain which we all must climb, even to the summit, if the phantom which is always following us keeps his icy fingers from our hearts so long—that I had not always led him by the shortest and best ways, that

those other guides, too, who have been commissioned to lead him from time to time, had conducted him, through ignorance or through fear, among thistles or over jagged cliffs, unnecessarily lacerating his limbs and making the journey a very disagreeable and weary one.

And he was right.

And then my conscience pricked me, and I thought that I was not wholly blameless. And yet, I did not think that I ought to fall upon my knees, and, with my lips to the dust, cry out as if I had committed the unpardonable sin. For had I not very frequently turned from the beaten track to what seemed to me a better and an easier one? Had I not often demurred going up some towering steep, frowning with conjugations and declensions, with my little ones, hardly fledged as yet, preferring that they should ruminate on tender herbage and be sheltered by the wings of Mother Goose yet a little longer, from the icy breath of those awful cliffs? And was there not always that terrible Power behind me, which was continually saying, "Thou shalt not lead them in a way that *we* know not"?

At this point I thought of a letter which had been put into my hands in the morning, before I left Conway. I took it from my pocket, broke the seal, and read it. It was a contribution for "The Teacher," and with the paper was a polite note, requesting my acceptance of it. I had no hesitation in doing so, after reading it, so practical were the suggestions it contained, and so nearly did they tally with my thoughts. "Here, certainly," said I, "is an easier and more delightful path around the awful cliffs."

#### A SCHOOL POST-OFFICE.

The idea of having a post-office in school may be a novel one to many. My attention was first directed to this subject by reading Root's "School Amusements." In that book a description of a school post-office is given. I resolved, upon reading it, to establish one in my own school, upon an entirely different plan. This resolution I carried into effect. Its results may be of interest to my fellow-teachers. In the first place I purchased a lozenge box, cut a hole in the cover large enough to slip a letter through, and nailed it up in my school-room. I then made out a list of regulations, something like the following:—

1. Mail distributed each morning.
2. Each letter written by one scholar to another, must contain a question pertaining to some subject presented in some text-book used in the school.

3. The scholar receiving the letter, must answer it and the question it contains, within one week from the time received, and also state in his letter the number of mistakes found in the letter received.

4. Letters must contain no matter not pertaining to the school.

5. If scholars receive letters which they cannot answer, they may write and ask the teacher to assist them.

6. All written exercises given out in the classes must be directed to "The Teacher," and put in the office.

7. The postmaster will inform the school secretary of the number of letters distributed each morning, who will make a record of it in the school journal.

8. The teacher will claim the privilege of inspecting the letters at any time before distributing.

9. Each morning the postmaster will collect the letters distributed the day before, and pass them to the teacher, who will correct and return them the next day.

10. The school secretary will make a record of the letters free from errors, and also state by whom written.

11. Letters must be neatly written, and properly directed.

12. The teacher would be pleased to correspond with any scholars upon any subject pertaining to their lessons or to the school.

These regulations I read to the school, explained the object of the post-office, advised each scholar to purchase a small blank book, and keep a record of the questions asked and answered, appointed a postmaster and a school secretary, and explained to them their duties.

The result of my experiment was a great interest on the part of parents and pupils, a full mail every morning, a neatly kept school journal, and a decided improvement in the language, spelling, punctuation, and writing of the children. They also acquired a vast amount of general knowledge; the writing of which fixed it firmly in their minds. There were twenty-five scholars attending school, but eight of whom could write. During a term of twelve weeks, eight hundred letters passed through the office. Most of these letters were written out of school hours. The largest mail distributed at any one time was seventy-four letters. The questions asked were all sensible, and most of them original.

I frequently wrote letters to the scholars, explaining the import of the different papers used in business, and requesting them to write various kinds. The result was that I had at the end of the term a large package of notes, bills, receipts, invitations, orders, advertisements, business cards, etc., to show to the committee and friends attending the examination. The children thus gained a great deal of *practical* knowledge, and the parents were permitted to see specimens of their children's industry.

I have received the eulogiums of parents on the plan given above, and know that it has added to the interest of my school. I think it would be more interesting in a large school. It would then, I think, be better to have the mail distributed but once a week. Any exercise which calls for a frequent



use of pen or pencil, is of benefit to children, and if the exercise can be made to *seem play*, all the better, — that is, if the same results are produced. I would advise all teachers who desire to increase their own reputation and to improve their scholars, to try this plan and to mark its results. Teachers who are afraid of work, or distrust their own ability, should not try it; for it requires considerable time, and also a large stock of information in regard to the branches taught.

ELIZA H. MORTON.

*Allen's Corner.*

But there is a whistle up the road; somebody is impatient.

Two hours brought us to the summit, and how grand a scene lay spread around us! Mount Katahdin, with its range of hills, bounded our vision to the east, and numberless dark-gray peaks broke the line of vision at the west. We could look into Canada — I don't know how far — at the north; and to the south our gaze extended to where the sea met the sky. The scene was not picturesque or beautiful as from the lower mountains; it was simply grand — the personification of sublimity. We wrapped our woollen mantle about us (but did n't lie down to pleasant dreams; for it was too cold), but stood, and shivered, and gazed. And as we gazed, into the hungry maw of every gulf and valley below us went the thickening shadows, while each hill and mountain-top was ablaze with the glory of the setting sun. We remained till the last lingering rays had drawn their ruby lips from the brows of the mountains, and these Amazons of the hills had sunk down into their dark and misty beds beside the great mother of them all, on whose crown we stood, — then went into the house; and to sleep.

But before I slept, my mind reverted to the mountain-side, to the remark my young companion had made, to the letter, and the awful cliffs. And I wondered if, when he had reached the summit of that other Mountain, and his guide, who had loved him so fondly, had disappeared in the shadows on the hither side, he would remember what I had told him; and find the men and women of modest mien; and if they would put chains about his neck, and weave garlands for his hair; and if he would speak not unkindly of my foibles, and sprinkle now and then sweet incense on my memory.

And then my thoughts passed into dreams.

ENGLISH LITERATURE, AND ITS PLACE IN POPULAR EDUCATION.

THE prosperity of a nation comes from well-directed industry ; its happiness from the impartial execution of equal laws ; its greatness from the indomitable spirit of its people ; but its lasting glory from its letters and art. No seats of empire have received so much of the homage of mankind as the small cities of Athens and Jerusalem. Merely commercial cities, like Tyre, Carthage, and Palmyra, are soon forgotten. Even Rome is less revered as the home of the Cæsars, the mother of modern states, and the source of modern civilization, than as the seat of a magnificent literature, that has enriched every language of Christendom, and is still a light to the learned world. Success in arms and the acquisition of territory give temporary renown, but after the lapse of a few centuries, *everything but the great thoughts of a people perishes*. Not one stone stands upon another on the site of Persepolis, and no one can now enumerate the tribes that were subject to the Persian monarchs, or fix the limits of their empire. But the precepts of Zoroaster (the majestic contemporary of Abraham) still survive, indestructible amidst all the vicissitudes of human affairs. The history of letters refuses to be divided by the reigns of monarchs, and is measured by the appearance of great authors, — as the zodiac is measured by its constellations. We speak of the age of Dante, careless of what Julius or Nicholas or Gregory might occupy the papal chair. The times of Chaucer we know ; but king Edward III is only a lay-figure, a mere accessory in the picture we imagine. The idea of Don Quixote is more real to us than Philip II ; and the time may come when the sea-fight of Lepanto will be remembered chiefly because one of Don John's victorious galleys carried as a common sailor the great Cervantes. We know that the illustrious Goethe was a counsellor of state ; but the monarch he served is already a shade. So, to return to English history, we speak of the age of Spenser, Bacon, and Shakespeare ; and the name of the great Elizabeth has been made into an adjective to denote the brilliant epoch in whose glory she had no share. Milton, once the Latin secretary, outshines the great Lord Protector

Stolid Queen Anne lives only in the memory of the elegant essayists of her time. Further on we trace the same intellectual lineage. Hanoverian Georges and Williams are naught. It is the age of Scott, of Byron, and Wordsworth,—the age of Carlyle, Macaulay, Dickens, Thackeray, and Tennyson.

In this country all things are so new, and political events have such an intense significance, that we do not look at affairs as posterity will look at them. But who can doubt that, when the true perspective has been adjusted, ours will be known as the age of Emerson, Irving, and Hawthorne,—of Bryant, Longfellow, and Whittier,—of Lowell and Holmes? Who can doubt that in the next century people will say to their grandchildren, "*I heard Emerson in my childhood. I once saw the gracious smile of Longfellow. I have felt the electric stroke of Holmes's wit. Shall I ever forget Lowell's features, gleaming as though from an inner light, when he recited the 'Ode to the ever sweet and shining memory of the sons of Harvard that died for their country'?*"

The place which the study of literature should hold among other scholastic pursuits is hardly doubtful. While other studies are pursued mainly for discipline, literature is at once a means and an end of culture. Language is the most marvellous instrument of human thought, and its study employs our noblest and strongest powers, as well as our most subtle perceptions and refined tastes; and in literature, as the appropriate end of linguistic studies, we derive the highest pleasures of which our natures are capable.

Literature is a part of the world's history, and in many respects the most important part. The rise and fall of dynasties and the changes in forms of government are chiefly important on account of the light they throw on the progress of political science, and the hope they give of the advance of mankind towards justice and equality. But the real life of a nation is preserved in its literature; and the student who is familiar with the personal memoirs, letters, plays, and songs of any era, has a better knowledge of the character and condition of the people than all the formal histories can give him.

But I do not forget that this is an assembly of instructors, and that it is properly expected, in an essay upon the study of

literature, that some practical suggestions should be made respecting its pursuit in public schools. Let us endeavor to find the proper place in a popular course of instruction for beginning the study of literature.

We shall suppose that the art of reading intelligently has been acquired, — that arithmetic has been begun, — that the general outlines of geography have been made familiar, and that the relations of words in sentences are understood. At this point the judicious teacher should consider what further subjects are of the most importance to the average pupil. The studies commonly pursued next in an English course, — besides using higher reading-books, — are, the higher mathematics, history, physical geography, some departments of natural science, the first elements of physics, rhetoric, and mental philosophy. English literature has rarely found a place.

It is undoubtedly the judgment of the best teachers, that mathematics should be continuously studied, and form a part of every day's routine. Next in order come the elements of physical geography, and such branches of natural science as the school has facilities for teaching, — special prominence being given to physiology, — or rather to so much of physiology as applies to the proper care of the body and its surroundings.

Whatever we may think of literature as the embodiment of thought, — of rhetoric, which fills a sort of tailor's place to fit out thoughts in smooth garments, and is often, like other tailors, inclined to think more of the elegance of the clothes than of the soul of the wearer, — and of mental philosophy, which has been groping in mists, from Plato down to Herbert Spencer, and has never found the *Ego*, nor got a step nearer the First Cause, — all these interior processes and furnishings must yield in point of utility to the sciences that put us into intelligent relations with the world we inhabit.

A gentleman told me of a rambling excursion he once made in company with Horace Mann and one or two other friends, in the fields and woods of Virginia, near Washington. "Don't you think it shameful," said the great educator, "that we have been so badly brought up? Here are we, all of us pronounced to be Masters of Arts or Doctors of Laws, by the authority of college faculties. But what arts are we masters of? We scarcely know



a tree or shrub, fruit or flower, bird or animal, especially out of our native State ; and we dare not taste a strange berry, or smell a new blossom, for fear of being poisoned. If we were starving, we should not know how to satisfy our hunger. Nature is a sealed book to us ; and yet the earth is fruitful, the woods and fields are full of life. We alone have no place at the table where all are fed."

To dwell upon the subjects suggested in this conversation would consume too much of our time at present. Let us pass on to consider a few other branches of study. As for rhetoric, it would seem to be a waste of time to study it formally, — at least, in any short course. Any competent teacher ought to be able to point out to pupils the correct use of language, and the propriety of figures of speech, — and this should be done as a part of the daily exercise in reading. The style which is commended by such pedants as Blair, is what all our best writers strive to avoid. Mental and moral philosophy cannot be pursued with advantage by immature pupils, and should certainly be postponed to near the end of the course. There remain the two topics of History and Literature. I do not see that history is entitled to any great precedence. If a pupil has such an acquaintance with English history as he would gain from the small but admirable work of Charles Dickens, it would seem best that he should next get a knowledge of the writers of the various epochs, and that the political and literary events of the country should thereafter be taken in connection. The same remark may be made with regard to the history of the United States. If you attend an examination of a Boston grammar school, you will find one or more of the blackboards covered with *anno domini* dates ; and boys and girls will be eager to give you some fact, more or less important, that is associated with every date. But if they were asked by some foreigner, who was just beginning to read our literature, when Irving was born, or what works he had written, who Jonathan Edwards was, whether Cooper was a greater novelist than Mrs. Southworth, whether the "Atlantic Monthly" was equal in merit to the "N. Y. Ledger," and whether Emerson wrote often for the "Waverley Magazine," — what answers would he get ? But surely, in any point of view, a knowledge of our chief poets,

historians, and essayists is of as much consequence as the opinions and doings of James K. Polk, Wm. H. Harrison, Franklin Pierce, and similar persons with whom our historic muse is occupied.

One of the grave errors in our system is in the persistent reading and re-reading of books that are intended mainly for exercises in elocution. It is true that many of these series of readers have been compiled by scholars, and contain many admirable selections ; although I have seen an advertisement by one publisher who claims as the peculiar glory of *his* set of books, that the pieces they contain are mostly original ; as though the style of a mediocre person should be preferred, as a model for students, to the finished sentences and poetic gems from works of genius !

But the best of our school reading-books are merely a kind of literary *hash* ; and I am much of the opinion of the Frenchman who had become tired of the mysterious article bearing that name in his boarding-house, and who exclaimed to the landlady, " I do not like '*ashes*', I *préfer* *cólmeat*. Please take away ze '*ash*', and give me some *cólmeat*."

Now reading occupies a part of every day in school, and should receive even more attention than it does. But it must be admitted that the miscellanies we place before children — half a dozen in a course — are not on the whole very attractive ; and they are certainly not useful, considering the time they occupy. On one page is a *goodish* poem ; on another a bit of a sermon ; here a tolerable story ; there a speaker's peroration. The facts belong to no one age or country, and the style is as various as the matter. How utterly unphilosophical this proceeding is, either for the acquisition of knowledge, or for the formation of taste, this assembly of teachers ought to know.

And this leads to the last point and the main purpose of this essay, — which is to urge that the course of daily reading in grammar schools be wholly reformed and utilized ; that after two or three preliminary collections have been gone through, and the pupils are able to read with tolerable fluency, the subsequent or higher reading-books be discarded, and their further daily practice be in systematic works that will not only give proficiency in

reading, but inspire a love of nature, impart useful knowledge, and cultivate a taste for literature.

A good example has already been furnished in Dr. Worthington Hooker's *Child's Book of Nature*. Dr. Asa Gray's treatise, entitled "*How Plants Grow*," is another of like character. Dickens' *Child's History of England* (already mentioned) would be an excellent work for young pupils.

Should the course here recommended be generally adopted, we should very soon find the results of the labors of scientific explorers and *savans* put into popular and attractive books to meet the demand.

Instruction in English literature should go on with these branches in equal step. Any well-disciplined child of fourteen years (and perhaps less) is ready to receive judicious lessons in this department. For this purpose it is not necessary to begin with Chaucer, nor to follow any rigid rule of chronology. Bacon and all the philosophers, and Taylor and all the theologians, *may wait*. But the teacher can take works of acknowledged merit that are capable of being understood by youths, and lead his charge through pleasant fields until by imperceptible degrees they reach the heights. When they have been accustomed to notice peculiarities of style and modes of thought, and have in other respects sufficient maturity of mind, they can trace the development of language historically, and view the treasures of our literature as in a panorama.

It will be advisable, in all cases where the means allow, to read certain works entire. Thus, Shakespeare cannot be profitably studied by means of selections, but the best of his plays should be read from Hudson's or Rolfe's editions. No separate scenes are either satisfactory or instructive. Other works may be named for thorough reading, such as Milton's *Comus*, Goldsmith's *Traveller* and *Vicar of Wakefield*, Lowell's *Vision of Sir Launfal*, Longfellow's *Evangeline*, Whittier's *Snow Bound*, Emerson's *May Day*, and one or two of Tennyson's *Idyls of the King*.

But all educators know that the cases in which complete works of this kind can be procured in sufficient numbers for the use of a school will be exceptional. And in any event it will be desirable to supplement this course with some volume of selections,

arranged in historical order and containing the necessary biographical, critical, and linguistic notes. The benefit of such a course of instruction introduced into the grammar schools, and continued in the high schools, would be incalculable. The teacher would make a daily study of the author from whom the lesson was to be taken. He would fill out the narrow outline of the biography. He would illustrate and refine upon the critical estimates, giving his own views, and stimulating the pupils to examine for themselves, and to form habits of independent judgment. It is doubtful whether any branch of instruction would yield more certain and more abundant fruit.

In my boyhood, I never, by any accident, had my attention directed to the beauties or excellences of English literature. *Paradise Lost* was used only for the odious exercise of parsing; and the noblest lines of Milton are to this day connected with the pattering of conjugations and declensions. No more effectual way could be taken to disenchant the student than by breaking the lines, as upon the wheel, and analyzing the still quivering members by the dull rules of syntax.

In a few modern schools English literature receives attention, but they are generally high schools. The bulk of our children, however, never reach the high schools; and, if they did, there is no reason why the study should not be taken up earlier. Abolish the profitless reading of scrap-books, and let each day's reading be given in turn to some branch of natural science, to history, and to literature. The elements of good reading are few and simple, and these can be attended to *as incidents*. If special practice in elocution is desired, the teacher can make use of the work of Professor Munroe. Each pupil will show by his voice and manner whether he appreciates what he is reading. The cultivation of natural and proper tones, the adaptation of manner to the style, — as in narrative or descriptive prose, and in humorous, pathetic, or dramatic verse, — will come naturally, under the skilful teacher's care.

There cannot be too much reading of good authors. No one ever became an elegant or even a correct writer by following the precepts of grammarians, or the prim examples of literary Pharisees, any more than he could learn to swim by practising the



motions upon a table. A knowledge of the structure of our language and the natural relations of its parts, the power of using appropriate imagery, the nice discrimination between apparent synonyms, and the easy, fluent motion in which thought rolls on, can only be acquired by long and intimate acquaintance with the works in which these traits are exemplified.

Experience has proved that even young pupils take up these courses of reading in literature as well as in science with avidity. In schools where they have been introduced, no exercises are so eagerly anticipated or so thoroughly enjoyed.

We take great pains to make classical students appreciate the simple majesty of Homer, the elegance of Virgil, the sublimity of the Greek tragedians, and the vigor and brilliancy of Horace. But the body of English literature, as it exists, contains more of grandeur and beauty, more of pathos and wit, more of humor (a quality in some respects peculiar to our race), more of fervid oratory, and more of noble history, than the stores of the classic languages combined. I am a strenuous advocate for classical education, but I maintain that a boy who feels the greatness of Burke and of Webster is more apt to acknowledge the power of the Oration on the Crown, and of that for the Poet Archias. He who has been thrilled by the sublimity of Milton will grow enthusiastic over the pages of Virgil and Dante; and when the vast world of Shakespeare's thought has been opened before his vision, he will see more clearly what is immortal in the *Iliad* and the *Odyssey*.

Our own literature must be considered as the best part of our history, and the just basis of our national pride. It may be said to have commenced within the memory of men now living; for the venerable Bryant is the earliest of our great poets, and Irving, Cooper, and Channing were the first of our classical prose writers. In less than fifty years we have produced works in all departments of human thought which the world will not let die, and which our mother country is becoming proud to own and adopt. Let us see to it that our youth are taught properly to appreciate these treasures, and for that end, let us endeavor to appreciate them more fully ourselves.

FRANCIS H. UNDERWOOD.

*HOW SHALL WE PRONOUNCE LATIN?*

FOR the last three or four years, the Harvard Catalogue has annually recommended that Latin should be pronounced with the Italian sound of the vowels and diphthongs, and with the hard sound of *c* and *g*. Possibly, some persons may have come to commencement this summer with a little curiosity to see how the method works in practice. But Harvard dodged the issue. She gave us a programme without any Salutatory, and not a word of Latin was spoken on the occasion except by President Eliot, who gave out the usual formula with his fine clear emphasis, in the most unmistakably English fashion, in flagrant disregard of every one of the official recommendations. One commencement part a year or two ago, and one quotation made at a commencement dinner by Dr. Hedge, are the only experiments made as yet in public, so far as I know, to test the merits of a method which is still new to most of us. Most New-England schools, I suppose (with the exception of the Boston Latin School), will adhere to the former way till the new has been longer tried. And out of New England, with a general tendency to the continental vowel sounds, there is a pretty wide difference on other points. So that the argument which was very well put a few months ago in the "Teacher," in favor of keeping the English method for the sake of uniformity, meets us just at a time when we are as far as possible from having any such uniformity to stand by. Many of the best teachers are most perplexed. I have myself received several letters asking information or advice, which I was very little qualified to give, except to the effect that good manners will lead a man, if he makes a Latin quotation, to do it so as to be understood by his hearers; while good sense will lead him to study and explain the laws of inflection, if he can, on the basis of some sound knowledge of the real powers of the letters.

It would be a great convenience, and very agreeable as a matter of taste, if we could agree to regard Latin as still a living tongue, — as, in fact, it has never ceased to be, in some very important uses, notably in the ritual and diplomacy of Catholic Rome, — and if we would accept for authority the most direct and authentic line of tradition, in the enunciation of the most

cultivated of the Roman Catholic clergy. I have been told that Mr. Torricelli, of Boston, who was educated as an Italian priest, gives quite a new melody and life to the ancient speech in his reading of the Roman poets. And at first thought, I should be inclined to sit at his feet and take that graceful and harmonious Italian style (as D'Arcy Thompson does) as the true representative of the tongue of Virgil, Horace, and Ovid. But again, I am told that there is no agreement in the Catholic tradition itself; and that, in the great debate on Infallibility, it was with difficulty that prelates from different countries could understand one another. So that I am afraid this plausible plea of following the line of living and hereditary custom will fall to the ground. Besides, we know how and when and where the Italian custom varied step by step from the usage of the Romans; and the mere luxury of the ear is not reason enough for breaking off from one false system to try another which is only some degrees less false.

If the question only lay—as it is sometimes put—between the “English” and “Continental” methods, perhaps it would be best to hold on to what we have got, if for no other reason, from the vagueness of what is offered in exchange. The vowels do, indeed, offer the chance of pretty near agreement. But to take only a single consonant, the letter C before E or I may be pronounced in as many as five different ways, all “continental,” and all of nearly equal pretensions; *i. e.* like *k* by Greek usage, *s* by French, *ch* by Italian, *th* by Spanish, and *ts* by German. It is not worth while to consider the history of these variations, or try to decide the case among them. It is only the accident that many of our best scholars have studied in German schools, that has given a certain advantage to the last of the five,—neither the most authentic nor the most agreeable. And with differences such as these lying on the surface, we are hardly likely to agree on any one “continental” method, as such. It might be pleasant, if it were worth while, to take the continental vowel-sounds and let the consonants shift for themselves; *amare, venire*, are far sweeter in their Italian ring than in our hard English utterance; and I never heard any one barbarous enough to pronounce the “*Stabat Mater*” in any other fashion. But here again the point or

practical convenience bears : an historic name, like Cato or Cæsar, or a word that lies so near our mother English as *oratio*, *sincerus*, *ingenium*, is too awkward in its disguise, and too convenient in its common dress, to change it without some urgent reason. Besides, there is a large class of educated men to whom Latin is familiar from their school-days, — not scholars by profession, but men of fair cultivation, — who know enough of it at least to enjoy the stock quotations, and understand the current phrases; and it is a real hardship to them when they find it made any stranger or harder than it was, — *veni, vidi, vici*, for instance, or *justum et tenacem propositi virum*. Up to a certain point, a knowledge of Latin is the common ground, and the touch-stone of literary fellowship, among a great many thousands of English-speaking people; and long use has given a sort of sanction and authority to their fashion of speaking it, which we cannot afford to put aside as if it had no weight at all. President Eliot, adhering to this English method, follows a line of custom old enough and respectable enough to give it no little legitimate strength.

Professor Lane's little pamphlet gives, as clearly and fully as any ordinary scholar needs to know, what may be said to be ascertained and established as to the pronunciation of the ancients, with the precise testimony on which it rests. So that we have within easy reach what we may call the basis of a *scientific* method, which will by degrees, no doubt, supersede all the others. No one will dispute the convenience of having at our command a *phonetic alphabet* of the language we are studying, or its great value in tracing its laws of inflection and its linguistic affinities. At the same time, while training our organs of speech as best we may in the "Roman method," we should not deceive ourselves by fancying that we have come near imitating the actual speech of the Romans. At best, I am afraid, we should not hit it nearer than an average grammar-school class comes to the tones of Parisian French. It is impossible, for example, to tell how far quantity was actually observed, in familiar or even in formal speech. In dramatic dialogue, syllables are often clipped or suppressed, in complete disregard of the common rules of prosody; or seven syllables may stand for four, — as *quibus quidem quam faci* make an iambic dipody in Terence; while



contracted forms — such as *sis* = *si vis*, *sivit* = *siverit*, *siremps* = *similis re ipsa* (?), *vixet* = *vixisset* — show a habit of speech which was carried out we cannot possibly tell how far. When the language was transmitted purely by the ear, as Brachet shows in his instructive little French Grammar, there was a tendency to throw the stress of a word upon the accented syllable and suppress the harsher consonants. Thus in French, *ange* comes to stand for *angelus*, and *maître* for *magister*; French, as Donaldson has remarked, showing better than any other language, probably, the real habit and tendency of the popular Latin, — a hasty and rapid utterance, and an impatience of elaborate forms. In Cicero's time it would have been held pedantic to "pronounce every letter as it is written"; and one of his divinations (ii. 40) turns on *cauneas* (figs from Caunos) being taken for the warning *cave ne eas*. The recitation of the court poets of the Augustan age was probably as formal, and would have seemed as affected to the common ear, as the "intoning" of a cathedral service, or the mouthing of an inferior actor. Augustus himself discharged a provincial officer for writing *ixi* instead of *ipsi* in one of his reports; "which was a wonder," says Suetonius, "since he himself wrote as men speak and not as they spell." From these considerations — many of which will be found set down at length in Donaldson's "Varronianus" — it is quite impossible for us to follow the ancient standard, except at a great and uncertain distance.

The true answer to our question appears, then, to be something like the following. In proportion as Latin goes out of its familiar uses among scholars and educated men of the world, in the same proportion it is coming to be studied *scientifically*, as one of a great group of kindred languages, by the principles and methods of comparative philology. For this it needs, at bottom, an alphabet which gives (as far as may be) a uniform phonetic value to every letter, and so enables us to trace its forms consistently from the simplest elements of speech. Such a phonetic alphabet is at this day actually recognized and substantially agreed on among scholars; and it must come, inevitably, to supersede all the arbitrary and capricious usages which have been in vogue. It is of real practical importance, that every child who

begins the study of Latin should be carefully instructed from the start in the principles of this scientific method — far simpler and easier than the arbitrary rules of our “English method” — whether or not it be employed as the ordinary way of pronouncing a Latin sentence. That it will in time become the accepted standard of custom among scholars, I have no doubt; but this seems to me a consideration of quite inferior importance, and personally I am inclined to hope that it will not be till after my day.

J. H. ALLEN.

*Cambridge, Mass.*

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### *FORM TEACHING.*

OVER the door of Plato's school it was written, “Let no one enter without a knowledge of Geometry.” With propriety it might be written in regard to our common schools, “Let no one go forth without a knowledge of the principles of form.” I wish in this paper to speak of the special fitness of this study for a place in the early education of the child, of its importance as a preparation for the various arts and occupations of life, and to suggest some of the ways in which it may be taught.

The study of form, more than most studies, calls out the perceptive faculties. It is elementary in its nature, for it is in a line with the child's own thought. Give to a child scissors and paper, and he will amuse himself, not by making of the paper a certain number of pieces, but by cutting it into particular shapes. As soon as the child begins to think and act for himself, his chosen playthings are building-blocks. Later, the use of Chinese puzzles, and dissected maps and pictures, and the propensity of American boys for whittling, show that his mind is still bent in the same direction. I remember a wide-awake child of six, whose mother one day showed her a triangle, and told her its name. A few days later, she came running to her mother with a square of cloth folded diagonally, exclaiming, “I know what this is, mamma, for don't you see it has three sides and three corners?”

It is easy to lead the mind forward in the path which itself has chosen. Froebel, the founder of the German Kindergarten

schools, recognized this truth, and determined to organize the child's play, and so make learning a pastime, and not a task. I visited last year two of the Kindergarten schools in Boston. In one, the children had been furnished with square pieces of paper, and as they complied with certain directions in regard to folding, these were successfully transformed into a box, a boat, and a salt-cellar. In the other school, soft clay, ready for moulding, was given to each child. This was made first into a sphere, afterwards it was changed to a cube, and then the children were allowed to originate forms for themselves. So in each of these ways, the child was led to see that symmetry of form was much more important than the material element of the thing of beauty which he had made. Miss Peabody, who has done so much to introduce these schools into America, says, "Drawing has so prominent a place in the education of young children, not so much for the sake of the drawing, but because, to get the secret of symmetrical form is to rouse into activity the originality of the mind, and to quicken its life." The most important principles of these German schools may be utilized in our own primary instruction.

It may be suggested that, if nature herself leads the child to study form, there is no need of further teaching. Nature has fitted the limbs for walking, but the child needs help in learning to walk. By and by, when his limbs are stronger, he can let go his mother's hand. The infant comes into the world, hearing nothing, seeing nothing, in a dark room having five closed doors. If nature is left to do her own teaching, the doors will partly unfold of themselves, and the child will gain glimpses of the world of knowledge and hear sounds from the life outside; but the views obtained will be narrow, and the ideas that come to him will be distorted and fragmentary. Other help must come in to open wide the gates of wisdom and lead the occupant out into the clear light of truth. And this is the teacher's work, to "open the blind eyes," so that "clearness of perception may lead to completeness of knowledge."

Half of the people of the world go through life with their eyes shut to the forms around them. Ask the children in your school to tell you the form of the columns in front of the church in

their village, or the shape of its spire, or the ornamentation of their own school-building, and how many of them will know?

Not only will the study of form lead to habits of observation, but it is of great use in giving an increased and accurate vocabulary. Ask a child who has had no training to tell you the form of an old-fashioned teapot. He may tell you it is round and slanting. Ask him to describe a common stone post. He will say it is square, but his vocabulary is not large enough to enable him to describe exactly what he has observed. When the thought is apprehended, it is only a pleasure to him to find the word which represents that thought. I have read of a teacher who was giving a lesson on form to a class of children. The idea of a prism had been already taught, and also of a square prism. The teacher then presented a square pyramid, and asked a little boy to describe it. He hesitated a moment, and then said, "It is a triangular-sided, pointed, square prism." The teacher showed him that it could not be called a prism at all. He was puzzled then, for he had used the best language that he had. The teacher gave him the word "pyramid," and the boy was satisfied. By this study the child gains definite terms of exact meaning, and knows when to apply them. Let the children use these words in describing objects around them. Let them describe a packing-box, a pear, a peach, a lead-pencil, a stove-pipe, a pine cone, and the different parts of architecture. Lead them to notice and estimate the angle formed by roofs of houses, and have them state the way in which curved and straight lines are combined in the different letters of the alphabet.

The knowledge and the vocabulary gained by this study are essential to almost every study taught in our schools. Arithmetic brings some of the principles of form very early into its course, while mensuration, which is usually taught in connection with arithmetic, is entirely dependent on this study. In geography we use the words sphere, spheroid, great circle, small circle, and axis. Mercator's map represents the earth as if it were a cylinder. What is the force of the expression, unless a cylinder be known before?

The same is true, if you go a little outside of the ordinary subjects taught. Describe a common quartz crystal, and you need



to speak of it as a hexagonal prism, terminated at each end by a hexagonal pyramid. A garnet crystal is a dodecahedron with rhomboidal faces.

Especially is this subject intimately connected with drawing. All the systems of drawing include the drawing of these forms. The previous or simultaneous study of form gives interest to the drawing, and the drawing helps in fixing the form and its name. The Art Director of the State recently said, "Form is the language of nature, and drawing the speech of the eye, expressed by the hand. The letters in this alphabet are straight lines and curves. It is necessary, if we are to understand this language, that we first learn its alphabet, then spell its short words, and afterwards construct the sentences which delineate natural phenomena." The study of form, then, is like learning to read the language which drawing enables us to write. Beginning with the alphabet of straight lines and curves, we see these in combination enclosing plane figures ; this is spelling the short words ; then we are ready to see these also in combination, and read the sentences which nature has written before us in her endless variety of forms.

Many of the most important truths of geometry may be shown merely by the study of the forms. Carpenters, navigators, engineers, land-surveyors, designers, gardeners, cannot all have an academic education, and may never take up geometry as a science ; and yet the knowledge of these truths is essential to their success. Almost every science and art, however high, however humble, is debtor in some way to geometry. What has not geometry been able to do? The triangle, alone, has shown itself like the Genius of an Arabian Night's dream in working miracles. The magicians, whose behest it obeyed, have spread out their triangles upon the land and the sea. They have marked out the paths of tunnels and pierced the mountains from summit to base. They have measured the forces of nature and adapted them to their ends. With the same magic instrument they have measured the moon and her distance from the earth, and have found the length of the rays of light which reach us from the sun.

On the other hand, the architect cannot plan, the workman cannot execute the details of the simplest building, the farmer

cannot measure his fields, nor plan his fences, nor lay out his garden beds, without constant recourse to geometric principles. Should not, then, these fundamental truths be recognized as an essential part of early education?

What are some of the helps that can be brought into this study? It requires no complex and costly apparatus, for nature presents an open page, and her forms are everywhere. The blackboard and the slate are unfailing helps in this matter. With paper and scissors provided, the children can cut out their own illustrations, at the same time training the hand to dexterity and skill. Apples may be cut to illustrate volumes, and suitable blocks can be obtained at a small price.

The very best illustrations may be made by any teacher from common pasteboard. To illustrate one of the surfaces, use the piece cut out, and also the space left in the pasteboard by cutting it out. The latter is a help, for it takes the idea of the form more completely away from the matter. The pasteboard may be cut so as to enclose prisms, pyramids, and nearly all classes of volumes except the sphere and spheroid. In Webster's dictionary, with the word "Stereography," diagrams are given, which show how the pasteboard should be cut so as to enclose the regular polyhedrons.

With such illustrations at hand, if the teacher has a distinct estimate of the mental capability of the child, the teaching the names of these forms becomes the simplest kind of object teaching. I recently showed a child of seven what is meant by a cylinder, taking for illustration a piece of stove-pipe. She had been told before what a circle is. In answer to my questions, she told me that the ends were circles, and of the same size, and between these the surface was round. I told her that we called such a surface a curved surface; and she described it again, using this word. I then gave her the word "Cylinder," and asked if she had ever seen another. She could think of none, until I suggested a pencil that had not been sharpened. The next morning she came to me, naming a spool of thread and the round of a chair as cylinders which she had seen. The definition of cylinder in this case was not exact, but it was suited to her comprehension, and gave her the idea of the form.

After the names of these forms are known, the scholar should compare them. Take, for instance, the square and the rhombus. In what are they alike, and in what do they differ? What is the test of each of these figures? In the square, not only must the sides be equal, but the diagonals also, or the figures will be rhomboidal.

After such teaching, many truths can be learned from the forms without mathematical demonstration. In this, however, tell the children that our illustrations cannot be perfect, but that these truths have also been proved by reasoning.

Make a large paper triangle; cut off the angles, and, placing them together, show that their sum is one hundred and eighty degrees. Tie a cord together and show that it can enclose more space in the form of a circle than in any other form; therefore in any space of a given size the more nearly it approaches the circle the less line will it need to bound it. Show that the only regular figures which can be placed together so as to fit all the space about a point, are equilateral triangles, squares, and hexagons.

In connection with this, show the children how the instinct of the bee recognizes these truths, and leads her, in choosing the hexagon for the form of her prismatic cells, to store her honey with the least expenditure of wax. Notice the same form in the construction of the nest of the wasp. In examining the forms which nature chooses, show that in the snow-flake all the radiating crystal bars — nay, more, all the divisions and subdivisions of the feathery structure — make the perfect angle of sixty degrees, or its multiple, one hundred and twenty.

Mensuration can be taught clearly and practically in this connection. Divide a rectangle into squares, and show that its area must equal the number of the squares in one row, multiplied by the number of rows. Show that a rhomboid may be changed into a rectangle of the same base and altitude, by cutting a triangle from one side and adding it to the other. In the same way, show that a triangle may be made into a rectangle of the same base and half the altitude; that a trapezoid may be converted into a rectangle of the same altitude, and whose base is half the sum of the parallel sides; and that irregular polygons may

be divided into triangles, and so their areas may be found. Let each of these be shown by actually cutting out the paper form and dividing it.

How to obtain the area of a circle may be shown in this way. Cut out two equal semicircles of leather; divide each of these into the same number of equal sectors, cutting not quite to the circumference; then, by dovetailing these together, show that the circle is made into an approximate parallelogram. The more acute the angle of the sector is, the more nearly will the form approach a perfect rectangle whose base is the semi-circumference, and whose altitude is the radius. Geometrical construction can also be taught. Give to the pupils geometrical forms, and let them tell how they were drawn; afterwards, see if they can draw according to their own directions and obtain the desired forms.

Enough has been given to suggest some of the means that may be employed by teachers of this study in the different kinds of schools. The time of little children is of much less consequence than the condition of their minds. If their minds are awakened early, and they are trained to close distinctions and acuteness of thought, their after-life will prove the value of the early education.

It will be claimed by many teachers, that already more is required of them in each school year than can be accomplished. This may be true, to a certain extent, in many of our schools; and yet there are none in which the completeness of organization leaves absolutely no room or liberty for the introduction of subjects like this, either in connection with other studies, or in general exercises, or by special class work.

The demand has lately been made by educators in our State for an "enlargement of the range of subjects taught, which shall give to the child what his capacity, his thirst for knowledge, and his instincts naturally demand." People in this age of thought have begun to see that the object of school life is not gained when the boy can spell all the words in the dictionary, solve the problems in the arithmetic, and parse *Paradise Lost*; that it is the part of wisdom not to teach three or four subjects exhaustively, but to give to the child, and teach him to use,



the keys which will unlock all the different doors of wisdom's store-house.

The National Primer of China, which has for years been the one text-book for young pupils over the whole empire, is made on the principle that the beginning of knowledge is to see what there is to know. So it rhymes together truths in religion, principles of philosophy, and facts of history, so opening to the child different departments of truth, and containing the seeds of all future knowledge. Missionaries and visitors to China have been strongly impressed with the success of this primer. Our celestial neighbors have already given us, in a crude, undeveloped form, important principles of science. We might also borrow from them this philosopher's stone, and so, by opening before the child a world of suggestive thought, lay the foundation of a broad and generous culture of which the "Heathen Chinese" never dreamed.

The time is coming when the teaching of the fundamental truths of all useful sciences in our common schools will be no longer a utopian dream. Geometry then will take a prominent place, both because it furnishes so much that is easy and accessible to the child's mind, and because this science underlies, and is disseminated through, so many of the rest. Teachers, more than any other class in the community, have it in their power, by showing the value of such knowledge, to hasten "the good time coming."

# COMMONWEALTH OF MASSACHUSETTS.

## BOARD OF EDUCATION, STATE HOUSE.

### DEPARTMENT OF ART EDUCATION.

*Scheme of Instruction in Drawing suggested for graded Public Schools in Massachusetts, complying with the act of 1870, concerning Industrial Drawing.*

ARRANGED BY WALTER SMITH, STATE DIRECTOR OF ART EDUCATION, MASS.

SCHOOLS.	Classes.	Time Given Per Week.	No. of L'sns Per Week.	Length of Lesson.	Drawing on	Taught by
1. Primary Schools.	6, 5, 4,	Two hours.	Four.	30 Minutes.	Slates.	Regular Teachers.
2. Primary Schools.	* 3, 2, 1,	Two hours.	Four.	30 Minutes.	Paper in blank books.	Regular Teachers.
3. Grammar Schools.	* 6, 5, 4,	Two hours.	Three.	40 Minutes.	Paper in blank books and text-books.	Regular Teachers.
4. Grammar Schools.	* 3, 2, 1,	Two hours.	Three.	40 Minutes.	Paper in blank books and text-books.	Regular Teachers.
5. Latin and High Schools.	* Lower Classes.	Two hours.	Two.	60 Minutes.	Paper in blank books and text-books.	Regular Teachers.
6. Latin and High Schools.	* Higher Classes.	Two hours.	Two.	60 Minutes.	Paper in blank books and on sheets.	Special Instructors.
7. Normal Schools.	* All the Classes.	Two hours.	Two.	60 Minutes.	Paper in blank books.	Special Instructors.

## SUBJECTS TAUGHT, AND ORDER OF LESSONS FOR EACH WEEK.

The figures 1, 2, 3, 4, signify the first, second, third, and fourth lesson in each week.

Where two alternative subjects are named, one is to be taken one week and the other the following week.

Reference to a text-book, means that whatever drawing-book is in use in the schools, shall be drawn from, as a distinct exercise.

\* All the classes marked thus are to draw upon the blackboard, when the lesson is suitable to such an exercise; one third of the class to draw each lesson, so that the whole class will have drawn upon the board every three lessons.

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1. Freehand outline from cards, charts, and blackboard lessons, the first copies. Memory lessons, drawing previous exercises from memory. Definition of plane geometry, to be learned by heart, and illustrations drawn. Dictation lessons of right line figures and simple curves.

### ORDER OF LESSONS.

1. From cards or charts. 2. From blackboard. 3. Memory and dictation, alternately. 4. Geometric definitions.
2. The more advanced copies in cards, charts, and blackboard lessons. Memory and dictation lessons (without illustrations). Object lessons, illustrated by drawings. Geometric definitions, drawn on a large scale.

### ORDER OF LESSONS.

1. From cards or chart. 2. From blackboard. 3. Memory and dictation, alternately. 4. Object lessons and geometric definitions, alternately.

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3. Freehand outlines of ornament and objects from blackboard. Lessons in text-book. Map drawing. Memory and dictation lessons. Geometrical exercises, plane geometry, up to 50 problems of constructional figures.

### ORDER OF LESSONS.

1. Objects from blackboard and drawing from text-book, alternately. 2. Memory drawing and dictation exercises, alternately. 3. Geometrical and map drawing, alternately.
4. Freehand outline drawing, from solid models. Geometrical drawing, up to the end of the course. Design in geometric forms, from the blackboard. Memory drawing. Map drawing. Dictation lessons.

### ORDER OF LESSONS.

1. Model drawing, from object. 2. Geometrical and memory drawing, alternately. 3. Map drawing and design, alternately.

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5. Model and object drawing, with exercises in perspective, drawn by the freehand. Object lessons, illustrating historical art and architecture. Shading from models and copies. Harmony and mixture of colors. Design from natural foliage.

### ORDER OF LESSONS.

1. Model shading and object lessons, alternately. 2. Lessons in color and exercises in design, alternately.
6. Perspective by instruments. Shading in chalk and color, from models and natural objects, and foliage. Design in color and shadow. Projection. Lectures on painting, sculpture, and architecture.

### ORDER OF LESSONS.

1. Perspective and projection, alternately. 2. Painting or shading and design, alternately.

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7. Object drawing and design. Ornamental design. Historical lessons. Advanced dictation and memory lessons. Lessons in teaching drawing. Perspective, advanced. Designing blackboard examples.

### ORDER OF LESSONS.

1. Object drawing and design, alternately. 2. Perspective and dictation or memory lessons, alternately. 3. Lessons in teaching drawing, occasionally.
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## INTELLIGENCE.

### PLYMOUTH COUNTY TEACHERS' ASSOCIATION.

THE thirty-ninth meeting of the Plymouth County Teachers' Association was held in the vestry of the Congregational church, South Abington, June 14th and 15th, 1872.

The meeting was opened with prayer by Rev. J. Thompson, of South Abington. The Association was welcomed by Mr. Snow, who was responded to by the President.

At 11 A. M., the discussion of "Natural Science in Public Schools" was opened by Mr. A. G. Boyden, of Bridgewater, followed by Rev. H. F. Harrington, of New Bedford. At 11.40, the Association had the pleasure of listening to a "Teaching Exercise in Music," by Mrs. J. S. Allen, of East Bridgewater, with a class from the public schools of South Abington, to which the *teacher* had been introduced but a few moments before. This was followed by a further discussion of Natural History, by Rev. Mr. Woods, Superintendent of Schools, North Bridgewater, after which the Association adjourned to the vestry of the Baptist church, to partake of a bountiful collation, and listen to music and post-prandial wit.

At 2 P. M., Prof. Walter Smith delivered his lecture, "Drawing as an Element of Education and Industry," which was followed by singing by the pupils of the Normal School and South Abington High School. The next subject of discussion, "Compulsory Education," opened by J. W. McDonald, of South Abington, and further discussed on Saturday A. M., by Messrs H. F. Harrington, H. K. Oliver, and Wood, of North Bridgewater, seemed a one-sided question, as no one fairly opposed the affirma-

tive. Dr. H. W. Dudley's lecture on "Physiology in Public Schools" evinced a knowledge of what text-books should be. During the delivery of the lecture a severe hail-storm arose, which broke some of the windows and seriously threatened the tall spire of the church in which the Association was held.

On Friday evening, "Some Fallacies in Education," by Gen. H. K. Oliver, and readings by Mr. H. H. Lincoln, of Boston, furnished the audience with a most pleasing and instructive entertainment.

Saturday A. M., the Association was opened with prayer by the Rev. Mr. Hosmer, of Bridgewater. The subject of the "Massachusetts Teacher" was discussed. At 9.50, Mr. G. H. Martin, of Bridgewater, gave us some new ideas in his "Social Influence of the Free High School." We are sorry we cannot now furnish abstracts of Mr. Martin's lecture, as well as the paper which followed, "Form Teaching in Public Schools," by Miss Mary H. Leonard, of Bridgewater. Next followed Mr. N. F. Allen's "Prussian Education as seen by an American Practical Teacher." The exercises of the A. M. were closed by a marching exercise by the pupils of South Abington High School. (Excellent.)

The dinner which followed, with the after-dinner speeches, songs, readings, etc., made this (public dinner) one of the most popular of the *exercises* of the Association.

Saturday P. M., Miss Frances H. Turner, of East Boston, showed some of the absurdities of "Staying after School," and, better still, the proper methods of avoiding it. The customary resolutions were adopted, and other business transacted.

Rev. H. F. Harrington's remarks on "Primary Education" showed the deep



interest and study which the speaker had brought to this all-important branch. Miss Currier being unavoidably absent, Mr. H. H. Lincoln, at the earnest request of the audience, read a few selections.

Officers for the ensuing year: President, J. W. McDonald, South Abington; Secretary and Treasurer, J. G. Knight, Hanover; Executive Committee, G. T. Chandler, Hingham, E. W. Sears, Duxbury, and Mrs. Sampson, of Bridgewater.

J. G. K., *Secretary*.

AMERICAN INSTITUTE. — At a meeting of the directors of the American Institute, held in Lewiston, immediately after the adjournment of the last session, the following votes were passed: —

*Voted*, That the President, Secretary and Treasurer, be the "Finance Committee" for the ensuing year.

*Voted*, That the Committee on Publication be composed of the President, Secretary and Treasurer, and the gentlemen appointed at the meeting on the 14th inst.

George H. Cary, principal of Yarmouthport High School, has resigned to take charge of the First Grammar School in Pittsfield. — Rev. A. G. Jennings has been elected superintendent of schools in Hingham, in place of Rev. J. Snyder, resigned. — The High School course in Waltham has been thoroughly revised this summer. — Calvin N. Burbank, late principal of Grammar School in Fitchburg, has been chosen principal of Edson Grammar School in Lowell. — A young lady has successfully passed the requisite examination, and been admitted a member of the Freshmen class of the Maine State College of Agriculture and the Mechanic Arts. — The Smith Female College at Northampton is to be rebuilt early next year, and will go into operation in 1874. — Geo. R. Chase, late principal of the Nantucket High School, has been elected superintendent of schools at Holyoke, at a salary of \$2,000. — W. G. Norwell, of Calais, Maine, has been appointed master of the Malden

High School. Miss Learoyd, of Abbott Female Seminary, has been chosen first assistant. — H. B. Richardson, late Instructor of Latin in Amherst College, has been elected to take the place of Mr. Fernald in the Springfield High School. — Miss Abigail Pratt, who died recently at Holden, had been a teacher in the public schools of Worcester for thirty-eight years.

CHELSEA. — The rooms of the Hawthorne Grammar School for girls, in the Old Hospital building, have been tastefully papered, and now present a pleasant and home-like appearance. — The free evening school of industrial drawing will be established in the hall of the Shurtleff School early this month. — The question of religious instruction has been settled by the introduction of Mrs. Perry's Text-Book of Bible Selections. — Miss Carrie T. Haven, first assistant in the Carter Grammar School, goes to the Phillips School in Boston, and Mrs. M. F. Gardner, of the Mulberry Street Primary, goes to join her husband in California.

AN effort will be made to raise, before the first of January next, \$100,000 for the endowment of Worcester Academy. — Rev. E. P. Thwing, professor of elocution in Gorham (Me.) Academy, and at the Oxford Normal Institute, has accepted a similar position at Farmington, Maine. — By subscription, Bradford Academy has recently put about \$120,000 into its new buildings and grounds. \$20,000 was obtained at the recent anniversary, and an effort will be made to raise \$25,000, the interest of which will be used for repairs, etc. It will be called the Anderson Fund, in honor of Rev. Rufus Anderson, D. D., President of Trustees. — Miss Fannie Warriner, of West Brattleboro', Vt., accepts an invitation to become principal of the ladies' department of Carleton College, Northfield, Minn. — Cornell University is to have a course of lectures this fall by James

Anthony Froude. — Old Massachusetts Hall, at Harvard College, is to be remodelled at the expense of Hon. Peleg W. Chandler, as a memorial to the late Prof. Cleveland.

WATERTOWN. — Miss Hattie Rollins has been transferred from the Intermediate School in the South District to the first assistant in the Centre Grammar School. Miss Crafts has been promoted from the Centre Intermediate to take charge of the intermediate in the South District, and Miss Etta Dadmun has been appointed assistant teacher in the Centre Intermediate. — The school building in the south district has been greatly improved during the vacation, and a grammar school will be opened there at once, and Rev. James M. Bell has been chosen principal. — The new school building near the Aetna Mills is nearly completed. It is a large three-story wooden building, furnished with steam-heating apparatus. A primary school will be started first, and Miss Nellie Williams, of Pepperell, has been elected teacher.

CAMBRIDGE. — At a recent meeting of the School Committee, George M. Southworth of Malden was appointed Master of the Webster Grammar School, at a salary of \$2,500; an increase of salary to \$2,600 induced Mr. Southworth, however, to decline the appointment. Mr. Grover of Arlington was next appointed, and an increase of his salary had a similar effect upon his disposition. Mr. Billings of Jamaica Plain was then appointed, and has entered upon his duties. At the same meeting Miss Emma Allie was appointed assistant in the Felton Primary School, salary \$500; Julia P. Humphrey, assistant in the Washington Grammar School, salary \$700; Martha C. Dean, assistant in Mason Primary School, salary \$600. Julia E. Murdock of the Mason, and Master A. Culvert of the Felton schools, have resigned.

CHARLES ALMY, Jr., of New Bedford, has been chosen principal of

Concord (Mass.) High School. — Frank H. Green, a recent graduate of Brown, has become an instructor in Worcester Academy. — Charles M. Clay, recently a railroad engineer in Maine, has been elected principal of Medway High School. — Franklin J. Worcester, recently of Wareham High School, has charge of the Duxbury High School. — There are eleven in the Freshman Class at Colby University, and seventy-two at Dartmouth. — Mr. B. G. Northrop has sent three Japanese students to the Hartford High School. — Adams Academy, a new school at Quincy, Mass., intended to fit boys for college, was opened on the 25th of September, and is under the charge of Mr. William Reynolds Dimmock, formerly of the Boston Latin School, recently professor of Greek in Williams College. — At a recent town meeting in Holbrook, it was voted to build a new Primary school-house near the railroad station. — Taunton has 3,752 pupils in its public schools, and the average attendance is 2,382. — The late John P. Bigelow, of Boston, bequeathed \$10,000 to Lawrence Academy, Groton. — The triennial reunion of the alumni of McColom Institute, Mount Vernon, N. H., was held in August. Geo. Stevens Esq., of Lowell, Mass., presided, and an oration was given by Rev. Augustus Berry, of Pelham, N. H., and a poem by Rev. C. F. P. Bancroft, of Lookout Mountain, Tenn. — Professor Jonathan Tenney, now resident in Owego, N. Y., is engaged this autumn as conductor of institutes in the State of Maine. — Professor J. Morgan Hart of Cornell University is in Germany, perfecting himself in the knowledge of the original sources of our language, — the Anglo-Saxon, the Roman, French, and the Gothic.

LYNN. — The Ingalls School, on Essex Street, a new and elegant brick school building, was dedicated a few weeks since. The secretary of the School Board, Mr. William P. Sargent, made a very inter-

esting address, in which he gave a history of schools and school buildings in Lynn. The first grammar school was established at Lynn in 1713, and the first building erected in 1728. This was located on Franklin Street, and remained the principal school building in the city for sixty-six years. The new building receives its name, the "Ingalls" School, because it stands upon land granted to one of the five first settlers of Lynn by the name of Ingalls. The building, which cost about \$70,000, is nearly on the same plan as the Cobbett school-house, which was recently dedicated. It is built of brick, with granite trimmings, two stories in height, with basement and French roof. It is 112 feet long by 108 feet wide, and its height from the grade of the street to the top of the cupola is 77 feet. It is nearly a model of the Shurtleff School, South Boston. On each of the first and second floors there are six recitation-rooms, thirty feet square. The third story contains two similar recitation-rooms and a large exhibition hall, with commodious anterooms.

CHARLES W. HOITT, of Dover, N. H., has been chosen principal of Mt. Pleasant Grammar School at Nashua, N. H. — Miss Downs has been appointed teacher of the new school in Hawkins Hall, Somerville, and Miss Lizzie J. Hamilton takes her place in the Jackson school.

STATE NORMAL SCHOOLS. — Three of the State Normal schools have resumed their sessions, which were preceded by the usual examination of applicants to enter the new classes formed. This examination occurred at the Salem school Sept. 6, when fifty-five young ladies were examined, nearly all of whom were admitted. Their average age is 17 years 9 months. Thirty-eight are either graduates of high schools and academies, or have for some time pursued the studies of such schools. Thirteen have taught schools for a period of from eight weeks to one hundred and ninety-six weeks. At the Bridgewater school forty-three

were examined Sept. 3, thirty-six ladies and seven gentlemen. The average age of the former is 18 years 6 months, and of the latter 19 years. The average of all is 18 years and 7 months. Thirty came from high schools and academies, and sixteen have taught school. All were admitted. At Westfield about forty were admitted.

FIFTY-ONE young men appeared as candidates for admission to the technical school in Worcester. — Professor Brackett of Bowdoin College has been secured to give a course of scientific lectures at Portland this fall. — Of the eight professors and instructors in Williston Seminary, five, including the principal, Dr. Henshaw, are graduates of Amherst College. — The number of applications to the freshman class at Yale College is 196. — O. H. Kile, formerly of Vergennes, Vt., and recently superintendent of the public schools in Westerly, Rhode Island, has been called to the Kansas Normal School, at a salary of \$2,500. — William Tuttle, a former graduate of the Westfield Normal School, has accepted a situation as principal of a grammar school in Arlington, with a salary of \$1,800. — Mr. Frank M. Hawes, a graduate of Harvard College, and recently teacher of the Prospect-Hill school in Somerville, has become assistant teacher in the scientific department of Goddard Seminary in Barre, Vt. — William C. Spring, superintendent of schools at Sandwich, has resigned.

PROVINCETOWN. — A third Higher Intermediate School has been established, and Miss Lucia N. Cook has been transferred from the second Intermediate to become its teacher. Miss Rebecca D. Sparkes has been promoted to the second Intermediate in place of Miss Cook. Miss Carrie O. Atkins has taken the place of Miss Sparkes. Miss Alice D. Kief has taken the place of Miss Atkins, and Miss Lizzie Kenney has taken the place of Miss Kief; Miss Lizzie Chapman has been elected teacher in place of Miss Ella L. Bush, resigned.

## Books.

**IS IT TRUE? TALES CURIOUS AND WONDERFUL.** Collected by the author of "John Halifax, Gentleman." New York: Harper & Brothers.

They are tales collected out of the folk-lore of various countries,—a clear thread of right and wrong running through them. Just the thing to read to children in the weariness of study, either by teacher or parent. For sale by A. Williams & Co.

**STUDIES IN THE ENGLISH OF BUNYAN.** By J. B. Grier. Philadelphia: J. B. Lippincott & Co.

The work is the "result of one term's work in the class-room, on the English of Bunyan." Passages from the Pilgrim's Progress illustrating the style of its author are taken, and the grammatical and rhetorical analysis given. We must confess that it is rather offensive to our taste, this dissecting with grammatical knives a quaint old author in this way; but we suppose it is quite as essential to the culture of the scholar in language as dissecting the human being is to that of the student of medicine. The work is suggestive, and contains much knowledge bearing on the derivation of words.

**FIRST LESSONS IN NATURAL PHILOSOPHY FOR BEGINNERS.** By Joseph C. Martindale, M. D. Philadelphia: Eldredge & Brother.

It treats, by question and answer, of Astronomy, Light, Heat, Air, Water, Ground, Matter, Attraction, Motion, Mechanical Powers, and Electricity.

It is full of facts that children ought to know. We think, however, it will be more valuable as a guide to the teacher than as a text-book for the pupil. We hail its issue, and congratulate the little ones that people who domineer over them are beginning to learn that children's eyes turn outward instead of inward.

**THE LIVING WORD; OR, BIBLE TRUTHS AND LESSONS.** Boston: Ginn Bros.

These are selections from the Bible, gathered, as the author says, "irrespec-

tive of historical sequence," and "suggested by the obvious meaning of the passages themselves, rather than by any sectarian theory of interpretation." The author is one of our best scholars and teachers, and has given to the brotherhood a body of selections of undoubted merit. The general appearance of the work is a credit to the young and enterprising publishers.

**MICHAEL FARADAY.** By J. H. Gladstone, M. D., F. R. S. New York: Harper & Brothers.

This is not a biography exactly, but something much more interesting,—remembrances of the great philosopher, by an acquaintance and lover. Without wading through an ocean of leaves, we have here a small work,—almost a "pocket edition,"—but everything that was valuable in the man: the study of his character; fruits of his experience; method of working; and his discoveries. The author has not only shown to the reader how great a philosopher was his friend, but how generous in impulse, how childlike in simplicity, and how consistent a Christian.

**THOMPSON'S ARITHMETICS; NEW GRADED SERIES.** New York: Clark & Maynard.

A very excellent series,—the reputation of the author bespeaks that before the books are opened. We might offer a criticism of the larger work if we knew exactly the age of children for which it is designed. We have no hesitation in saying that many of the subjects elaborated in our arithmetics, such as banking, arranging accounts, the proportions, are not fit subjects for the training of youths at the grammar-school age,—here, at any rate, in the State of Massachusetts. We have thought, too, that if much of the space devoted to rules and definitions were taken for examples, the text-books in arithmetic would be better adapted for use in the school-room.

**A SMALLER SCHOOL HISTORY OF THE UNITED STATES, FROM THE DISCOV-**



ERY OF AMERICA TO THE YEAR 1872.  
By David B. Scott.

As its title indicates, it is an abridged edition of Harper's School History of the United States; omitting nothing, however, of facts which are important.

THE CHANDLER ELEMENTS OF DRAWING. By Prof. John G. Woodman.  
Boston: Ginn & Brothers.

It is presumed to be a presentation of the system of practice adopted by the late Prof. Woodman, in the Chandler School, and being the work of a scholar it deserves the consideration of every person desirous of acquiring the best methods of teaching.

The subject is presented in a clear and scholarly manner and with commendable directness.

The methods here presented to secure freedom of action and rapidity of execution, might be to a limited extent practised in our public schools with such modification as the age of the class and the time devoted to the study might suggest.

Teachers who are now required to teach drawing in addition to the more common branches might gain some valuable hints from a careful perusal of this book.

FIRST LESSONS IN GREEK. By James R. Boise, Ph. D. Chicago: S. C. Griggs & Company.

This is a book for beginners, preparatory to the study of Xenophon's *Anabasis*. The aim of its author has been to familiarize the learner with the ordinary inflections of words, without burdening him at the outset with many irregularities. The exercises are simple, progressive, and of great variety. The author's method, stated in homely phrase, would be to go over the same ground by short and rapid steps rather than long strides. The work has many good points, and will no doubt be received with favor.

A GRAMMAR OF THE GREEK LANGUAGE. By Dr. George Curtius. Edited by Wm. Smith, LL. D. New York: Harper & Brothers.

This is from the German, and is of course scientific and scholarly. It is an excellent book for reference, and is especially adapted to Colleges and Universities where considerable progress has been made in the study of Greek.

In the hands of judicious teachers it might be used very successfully as an elementary text-book for beginners.

A FIRST LATIN BOOK, INTRODUCTORY TO CÆSAR'S COMMENTARIES ON THE GALLIC WAR. By Daniel G. Thompson. Chicago: S. C. Griggs & Co.

This work is a complete map of the ground to be gone over in Latin, during the first year. The exercises are well chosen, involving, as every book intended for beginners should, considerable repetition. References to Harkness' *Andrews* and *Stoddard's*, *Bullion's* and *Morris'*, and *Allen's Latin Grammar*, follow each lesson. The notes, explanations, etc., are copious and concise. The treatment of the verb is also very full, considerable space being given to the so-called stem method. On the whole, the book makes a good impression.

LATIN LESSONS, ADAPTED TO ALLEN & GREENOUGH'S LATIN GRAMMAR. Prepared by R. F. Leighton. Boston: Ginn Brothers.

The book opens with the simplest Latin exercises to be translated into English and corresponding English into Latin. Each of the first ten or fifteen lessons is accompanied by a short vocabulary of very common words. The pages abound in notes explanatory of Latin idioms, grammar and historic references, and frequent exhibition of synonyms. The learner will hardly realize, in pursuing the first pages of this book, that he is studying a dead language, to such an extent has the author endowed it with the properties of a living tongue. After going over sufficient ground to familiarize the learner with the inflections, uses of moods and tenses, and various kinds of sentences, he is introduced to selections from *Æsop's Fables* and *Viri Romæ*. Accompanying these are plenty of notes and observations on the more difficult passages. For his liberality in this latter particular the author has our thanks, whatever *ancient* notions to the contrary. We like the appearance of the book exceedingly well.

GEOMETRICAL ANALYSIS; OR, THE CONSTRUCTION AND SOLUTION OF VARIOUS GEOMETRICAL PROBLEMS FROM ANALYSIS, BY GEOMETRY, ALGEBRA, AND THE DIFFERENTIAL CALCULUS; ALSO, THE GEOMETRICAL CONSTRUCTION OF ALGEBRAIC EQUATIONS, AND A MODE OF CONSTRUCTING CURVES OF THE HIGHER ORDER BY MEANS OF POINTS. By Benjamin Hallowell, formerly proprietor and principal of the Alexandria, Va., Boarding School. Philadelphia: J. B. Lippincott & Co. 1872.

A most excellent treatise; the method is admirable throughout the work. We quite agree with the author that it is much better for the student to have a general idea of the problem to be discussed before commencing a long and tedious article; without seeing the reason for so doing. He says very truly, you must first learn "how to do and then the why." Each problem is discussed analytically, constructively, and demonstratively, many of them having trigonometrical as well as geometrical solutions. Our educators have long felt the want of a work which would give the student a knowledge of the *application* of geometry. We predict for the book a decided success.

RECEIVED :—

FROM HARPER & BROS.

OUTRE. By Mrs. Oliphant.

A GOLDEN SORROW. By Mrs. Cashel Hoey.

THE MAID OF SKEER. By R. D. Blackmore.

THE GOLDEN LION OF GRANDPÈRE. By Anthony Trollope.

THE UNITED STATES TARIFF AND REVENUE LAW (APPROVED JUNE 6, 1872). Compiled by Horace E. Dresser.

THE OLD CURIOSITY SHOP; the third volume in this elegant edition, now being published by this firm.

LITTLE FOLK LIFE. By Gail Hamilton.

THE SCHOOL AND THE ARMY IN GERMANY AND FRANCE. A valuable work. We shall review it at length next month. All of Harper & Brother's

publications are for sale by A. Williams & Co.

INDEX TO FOURTEEN TREATISES ON NATURAL PHILOSOPHY. Ivison, Blake-man, Taylor & Co.

SMALL-POX AND VACCINATION. By Dr. Carl Both. Boston: Alexander Moore. (Second edition.)

LESSONS FOR CHILDREN. PART I. Boston: Newton & Co., 19 Brattle Street.

WE have received text-books in Physiology from three different firms,—all excellent works :—

CUTTER'S FIRST BOOK ON ANALYTIC ANATOMY, PHYSIOLOGY AND HYGIENE; HUMAN AND COMPARATIVE. Philadelphia: J. B. Lippincott & Co. MARTINDALE'S ANATOMY, PHYSIOLOGY AND HYGIENE. Philadelphia: Eldredge & Bro., and BROWN'S PHYSIOLOGY AND HYGIENE. Cincinnati and New York: Wilson, Hinkle & Co.

MONTIETH'S COMPREHENSIVE GEOGRAPHY. New York and Chicago: A. S. Barnes & Co.

THE PENNSYLVANIA PILGRIM. By John G. Whittier. James R. Osgood & Co.

A BRIEF ENGLISH GRAMMAR ON A LOGICAL METHOD. By Alexander Bain, LL. D. New York: Holt & Williams.

THE ECLOGUES, GEORGICS, AND MORE-TUM OF VIRGIL. By George Stuart, A. M. Philadelphia: Eldredge & Bro.

THE HISTORIES OF LIVY, BOOKS I, XXI, AND XXII, WITH EXTRACTS FROM BOOKS IX, XXVI, XXXVIII, XXXIX, XLV. By Thomas Chase, M. A. Philadelphia: Eldredge & Bro.